



Indiana Academic Standards And Resource Guide

Grade 7

Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific

Standards Approved March 2014

Indiana Department of Education

College and Career Readiness

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What are standards?

Standards outline *what students need to know, understand, and be able to do.*

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

Course 0470-07

Students in seventh grade explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1 — History

Students examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2 — Civics and Government

Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.

Standard 3 — Geography

Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

Standard 4 — Economics

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

Standard 1 History

Students examine the major movements, events and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Historical Knowledge

Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.

7.1.1 Identify and explain the conditions that led to the rise of early river valley civilizations* and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies.

***River Valley Civilizations:** Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)

The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)

7.1.2 Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.

Example: Hinduism, Buddhism, Judaism, Christianity and Islam

7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.

7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.

7.1.5 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.

7.1.6 Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific and analyze the impact slavery had on different civilizations.

7.1.7 Trace the rise, spread and influence of the Mongols.

Major Civilizations, States and Empires: 300 – 1650

7.1.8 Describe the rise, contributions, and decline of the Chinese dynasties.

Example: The dynastic cycle and the influence of Confucianism

7.1.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions.

Example: Feudalism, shogunate court life, samurai culture

Exploration, Conquest and Post-Colonial States: 1500 to the Present

7.1.10 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Example: The voyages of the Ming dynasty, and Ibn Battuta

7.1.11 Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.

7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.

7.1.13 Identify and explain the significance of historical events in the Middle East since the end of World War II.

Example: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present)

7.1.14 Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

7.1.15 Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

7.1.18 Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources

Standard 2 Civics and Government

Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights and the roles of citizens.

Foundations of Government

7.2.1 Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

Example: Australia, India and South Africa

7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.

Examples: Japan, North Korea, India, South Africa, and China

Functions of Government

7.2.3 Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.

7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

Roles of Citizens

7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.

Standard 3 Geography

Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

The World in Spatial Terms

- 7.3.1 Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific
- 7.3.2 Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.

Places and Regions

- 7.3.3 Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.
- 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation

Physical Systems

- 7.3.5 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.
- 7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.
- 7.3.7 Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.

Human Systems

- 7.3.8 Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific and analyze the causes for these patterns.
Example: Life expectancy, income, literacy rate, industry, education, natural resources, and climate
- 7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.

Environment and Society

- 7.3.10 Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

- 7.4.1** Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.

Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.

- 7.4.2** Illustrate how international trade requires a system for exchanging currency between and among nations.

- 7.4.3** Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time

- * **traditional economy:** an economy in which resources are allocated based on custom and tradition
- * **command economy:** an economy in which resources are allocated by the government or other central authority
- * **market economy:** an economy in which resources are allocated by individuals and businesses responding to changes in prices
- * **mixed economy:** an economy in which resources are allocated by some combination of traditional, command or market systems

- 7.4.4** Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.

- * **Gross Domestic Product (GDP):** the value of all final goods and services produced in a country in a year

- 7.4.5** Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*.

- * **human capital:** the skills and expertise people acquire from education, training, and experience.

- 7.4.6** Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or the Southwest Pacific.

Example: Government support of public education and governments taxing or regulating pollution

- * **externality (spillover):** the impact of an activity (positive or negative) on the well-being of a third party

GRADE 7 STANDARDS IN VERTICAL FORMAT

GRADE 7

People, Places and Cultures in Africa, Asia and the Southwest Pacific

Course 0470-07

Students in seventh grade explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>Students examine the major movements, events and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.</p> <p>Historical Knowledge</p> <p>Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.</p> <p>7.1.1 Identify and explain the conditions that led to the rise of early river valley civilizations* and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies.</p> <p>*River Valley Civilizations: Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)</p>	<p>Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights and the roles of citizens.</p> <p>Foundations of Government</p> <p>7.2.1 Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.</p> <p>Example: Australia, India and South Africa</p> <p>7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.</p> <p>Examples: Japan, North Korea, India, South Africa, and China</p>	<p>Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.</p> <p>The World in Spatial Terms</p> <p>7.3.1 Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific</p> <p>7.3.2 Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.</p>	<p>Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.</p> <p>7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.</p> <p>Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</p> <p>7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)</p> <p>7.1.2 Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. Example: Hinduism, Buddhism, Judaism, Christianity and Islam</p> <p>7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.</p> <p>7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.</p> <p>7.1.5 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.</p> <p>7.1.6 Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific and analyze the impact slavery had on different civilizations.</p>	<p>Functions of Government</p> <p>7.2.3 Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.</p> <p>7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.</p> <p>Roles of Citizens</p> <p>7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific</p>	<p>Places and Regions</p> <p>7.3.3 Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.</p> <p>7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation</p> <p>Physical Systems</p> <p>7.3.5 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.</p> <p>7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.</p> <p>7.3.7 Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.</p>	<p>7.4.3 Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time</p> <p>*traditional economy: an economy in which resources are allocated based on custom and tradition</p> <p>*command economy: an economy in which resources are allocated by the government or other central authority</p> <p>*market economy: an economy in which resources are allocated by individuals and businesses responding to changes in prices</p> <p>*mixed economy: an economy in which resources are allocated by some combination of traditional, command or market systems</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>7.1.7 Trace the rise, spread and influence of the Mongols.</p> <p>Major Civilizations, States and Empires: 300 – 1650</p> <p>7.1.8 Describe the rise, contributions, and decline of the Chinese dynasties. Example: The dynastic cycle and the influence of Confucianism</p> <p>7.1.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions. Example: Feudalism, shogunate court life, samurai culture</p> <p>Exploration, Conquest and Post-Colonial States: 1500 to the Present</p> <p>7.1.10 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. Example: The voyages of the Ming dynasty, and Ibn Battuta</p>		<p>Human Systems</p> <p>7.3.8 Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific and analyze the causes for these patterns. Example: Life expectancy, income, literacy rate, industry, education, natural resources, and climate</p> <p>7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</p> <p>Environment and Society</p> <p>7.3.10 Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific</p>	<p>7.4.4 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics. *Gross Domestic Product (GDP): the value of all final goods and services produced in a country in a year</p> <p>7.4.5 Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*. *human capital: the skills and expertise people acquire from education, training, and experience.</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>7.1.11 Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.</p> <p>7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.</p> <p>7.1.13 Identify and explain the significance of historical events in the Middle East since the end of World War II.</p> <p>Example: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present)</p>			<p>7.4.6 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or the Southwest Pacific.</p> <p>Example: Government support of public education and governments taxing or regulating pollution</p> <p>*externality (spillover): the impact of an activity (positive or negative) on the well-being of a third party</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>7.1.14 Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.</p> <p>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</p> <p>7.1.15 Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.</p> <p>7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.</p> <p>7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.</p> <p>7.1.18 Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources</p>			



Indiana Academic Standards
Content Area Literacy: History/Social Studies

Guiding Principle: *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

In Literacy in History/Social Studies, students are expected to do the following:

LEARNING OUTCOMES	LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES		
	Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
KEY IDEAS AND TEXTUAL	6-8.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
	LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
	Extract and construct meaning from history/social studies texts using a variety of comprehension skills		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

	6-8.LH.2.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i>).	9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRUCTURAL ELEMENTS AND ORGANIZATION	LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING) Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., <i>how Madison defines faction in Federalist No. 10</i>).
	6-8.LH.3.2: Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	6-8.LH.3.3: Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i>).	9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	11-12.LH.3.3: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
SYNTHESIS AND CONNECTION OF IDEAS	LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.4.1: Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (e.g., <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
	6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claims.	11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
	6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES	LH.5: WRITING GENRES (WRITING)		
	Write for different purposes and to specific audiences or people		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
	6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.
THE WRITING PROCESS	LH.6: THE WRITING PROCESS (WRITING)		
	Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
	6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
THE RESEARCH PROCESS	LH.7: THE RESEARCH PROCESS (WRITING)		
	Build knowledge about the research process and the topic under study by conducting short or more sustained research		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA or Chicago</i>).	9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., <i>APA or Chicago</i>).	11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., <i>APA or Chicago</i>).
	6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

Approved April 2014

APPENDIX A – TEACHER RESOURCE GUIDE

GRADE 7 – Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific

Updated March 2015

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

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The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

Standard 1 History

Students examine the major movements, events and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

General Resources for Eastern Hemisphere

- <http://afe.easia.columbia.edu/> -Asia for Educators.
- <http://worldhistorymatters.org/> -World History Matters is a portal to world history websites developed by the Center for History and New Media located at George Mason University.
- <http://www.un.org/Pubs/CyberSchoolBus/untour/> -UN virtual tour. Learn about the history of the buildings, main bodies, and artworks.
- <http://www.atlasofworldhistory.com/> -Free software that lets you create world history maps.
- <http://www.stonybrook.edu/libmap/coordinates/seriesb/no3/b3.htm> -For 20 years, David Rumsey assembled a collection of more than 150,000 historical maps of the Americas and the world. Motivated by a desire to make his private map collection a free public resource, Rumsey then created an online map library, <http://www.davidrumsey.com/>, which currently has over 10,000 high resolution images of maps from his collection. He has also built a suite of tools for users to experience and interpret the maps online.
- <http://www.besthistorysites.net/> -Best of History Web Sites is a portal that contains annotated links to over 1200 history web sites as well as links to hundreds of quality K-12 history lesson plans, history teacher guides, history activities, history games, history quizzes, and more.
- http://www.rethinkingschools.org/just_fun/games/mapgame.html -Middle East countries map practice for students-great for those with Netbooks!
- www.sheppardsoftware.com -Geography and history activities for students-great for those with Netbooks!

Resources continued on next page

- <http://k12east.mrdonn.org/index.html> -Eastern hemisphere links from Mr. Donn!
- <http://www.globalenvision.org/forteachers/17/1228> -Global Envision-Several MS plans on world trade.
- http://www.rethinkingschools.org/just_fun/games/mapgame.html -Middle East countries map practice for students-great for those with Netbooks!
- www.sheppardsoftware.com -Geography and history activities for students-great for those with Netbooks!
- <http://regentsprep.org/Regents/global/global.cfm> -A **NEW** resource from Oswego City School District to help prepare their students for the NY Regents exam in Global History. You may want to bookmark this site!!
- [World History for Us All](#)

Historical Knowledge

Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.

Resources

- <http://ancienthistory.mrdonn.org/overviews.html> -Ancient History overview by Mr. Donn.
- <http://ancienthistory.mrdonn.org/index.html> -A complete listing (index) of all Ancient History links!
- [http://www.montgomeryschoolsmd.org/curriculum/socialstd/resources/ /Ancient Bookmarks.html](http://www.montgomeryschoolsmd.org/curriculum/socialstd/resources/Ancient_Bookmarks.html)
- Montgomery County Schools in Maryland have a great collection of social studies links. Some have not been updated in a while, so you may have to pick and choose, but it's a great place to start! This is their list of Ancient History sites.
- http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/World_History/Ancient_History/ANH0203.html -This is a game that teaches (in a discovery mode) what the essentials were for early civilizations. Students explore scenarios that leaders of growing villages may have had to encounter.

7.1.1 Identify and explain the conditions that led to the rise of early river valley civilizations* and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies.

***River Valley Civilizations:** Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)

Resources

- <http://mesopotamia.mrdonn.org/index.html> -Mesopotamia from Mr. Donn!
- [Treasures of the Earth: Discover Clues to the Past](#)
- [China's Terra Cotta Warriors](#)
- 10 Civilizations that Disappeared Under Mysterious Circumstances, <http://io9.com/5928085/10-civilizations-that-disappeared-under-mysterious-circumstances/all>
- Assyrian Siege of Jerusalem, <http://sheg.stanford.edu/assyrian-siege-jerusalem>
- BBC: History of the World in 100 Objects – Indus River Valley Seal http://www.bbc.co.uk/ahistoryoftheworld/objects/RRbS0YxzQQa88y_xkV1ADg
- Egyptian Pyramids, <http://sheg.stanford.edu/egyptian-pyramids>
- Hammurabi's Code, <http://sheg.stanford.edu/hammurabis-code>
- Oracle Bone Inscriptions of the Late Shang Dynasty, http://afe.easia.columbia.edu/ps/cup/oracle_bone_general.pdf
- Rajesh Rao: A Rosetta Stone for the Indus Script, http://www.ted.com/talks/rajesh_rao_computing_a_rosetta_stone_for_the_indus_script
- River Valleys and the development of complex societies in Afroeurasia, http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape3.php

The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)

7.1.2 Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.

Example: Hinduism, Buddhism, Judaism, Christianity and Islam

Resources

- <http://www.omsakthi.org/religions.html> -Good brief introduction to the world's major religions for teachers.
- http://www.adherents.com/Religions_By_Adherents.html -Nice pie chart dividing the world religions by percentage of followers in the world.
- http://www.religioustolerance.org/var_rel.htm -Good overview of world religions from ReligiousTolerance.org .
- <http://www.pbs.org/wnet/religionandethics/lessons/religion-culture-and-diversity/background/515/> -Nice lesson plan from PBS with several video clips to choose from. Be sure to use the tabs on the top right side of the page to see all the pages of the lesson.
- [China's Terra Cotta Warriors](#)
- [Buddhism Q & A](#)
- [Buddhism Beliefs](#)
- [Foundations of Islam](#)
- Education World: The World's Religions ,
http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml
- BBC-Religion: Religions <http://www.bbc.co.uk/religion/religions/>
- Religion Facts: Just the Facts on Religion <http://www.religionfacts.com/>
- United Religions Initiative: Kids <http://www.uri.org/kids/world.htm>
- Religions Along The Silk Roads http://www.chinainstitute.cieducationportal.org/cimain/wp-content/themes/chinainstitute/pdfs/education/fromsilktool_pdf6.pdf

7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.

Resources

- <http://africa.mrdonn.org/index.html> -Ancient Kingdoms of Africa-Mr. Donn

7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.

Resources

- <http://china.mrdonn.org/silkroad.html> - Mr. Donn and the Silk Road activities.
- http://edsitement.neh.gov/view_lesson_plan.asp?id=451 -In this lesson, students will learn about the remarkable travels of Marco Polo. They will consult maps to locate Venice and follow the routes Marco took to Beijing and back. They will learn about the challenges of traveling along the Silk Road, discover some interesting facts about China under Mongol rule, and find out how Marco came to produce his famous book. Then they will work in groups to create a large mural/timeline of the life and adventures of this famous traveler.
- http://www.google.com/images?rlz=1T4ADBS_enUS312US246&q=early+trade+routes&um=1&ie=UTF-8&source=univ&ei=kuTiTNutFIW8lQeS17maDQ&sa=X&oi=image_result_group&ct=title&resnum=1&ved=0CCEQsAQwAA&biw=1328&bih=729 -Lots of great images of trade routes from Google.
- Religions Along The Silk Roads http://www.chinainstitute.cieducationportal.org/cimain/wp-content/themes/chinainstitute/pdfs/education/fromsilktool_pdf6.pdf

- 7.1.5** Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.

Resources

- <http://regentsprep.org/Regents/global/themes/goldenages/islam.cfm> -Background information on the Golden Age of Islam.
- <http://www.voanews.com/english/news/1001-Muslim-Innovations-Ancient-Knowledge-Passed-Through-the-Ages-84470837.html> -1001 inventions of the Muslim Golden Age.
- 1001 Inventions: The Legacy of Muslim Civilization, <http://www.1001inventions.com>
- Afroeurasia and the Rise of Islam, http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape2.php
- Arts of the Islamic World, <http://www.thirteen.org/edonline/accessislam/lesson.html>
- BBC An Islamic History of Europe, <https://www.youtube.com/watch?v=YfhZR15QRKA>
- BBC Science and Islam, <https://www.youtube.com/watch?v=AzRvFSQrcl0>
- BBC What the Islamic World Did for Us (Islamic Inventions), <https://www.youtube.com/watch?v=J1btMSGeZfA>
- Consolidation of Trans-Hemispheric Networks, 1000-1250 CE, http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape3.php
- Contributions of Islamic Civilizations, <http://cmes.arizona.edu/sites/cmes.arizona.edu/files/Contributions%20of%20the%20Islamic%20Civilization.pdf>
- Expansion of the Islamic Empire, <http://sheg.stanford.edu/expansion-islamic-empire>
- Glimpses: Muslims' Contribution to Science, <http://bama.ua.edu/~msa/contrib.html>
- Islam in Africa, <http://africa.harvard.edu/wp-content/uploads/Islam-in-Africa.pdf>
- Muslim Contributions to Science, http://www.islamawareness.net/Science/muslims_contributions.html

- 7.1.6** Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific and analyze the impact slavery had on different civilizations.

Resources

- [Africa and Slavery](#)
- [Africa Enslaved: A Curriculum Unit on Comparative Slave Systems](#)

- 7.1.7** Trace the rise, spread and influence of the Mongols.

Resources

- <http://mongols.mrdonn.org/index.html>- Lots of information from Mr. Donn on the Mongols!
- A Close Reading of Kublai Khan, http://greeceathena.files.wordpress.com/2011/08/common_core_activty_kublai_khan.pdf
- The Mongol Moment, http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape4.php
- The Mongols in World History, <http://afe.easia.columbia.edu/mongols/>
- Mongolian Women: Then and Now, <http://www2.ku.edu/~ceas/cgi-bin/lessons/KCTAlessons.php?country=any&grade=any&subject=history&submitted=TRUE>

Major Civilizations, States and Empires: 300 – 1650

7.1.8 Describe the rise, contributions, and decline of the Chinese dynasties.

Example: The dynastic cycle and the influence of Confucianism

Resources

- http://www-chaos.umd.edu/history/time_line.html -Interactive timeline of Chinese history. Click on the dynasty name for information about that time period.
- <http://countries.mrdonn.org/china.html> -Mr. Donn's history of China-Includes the two dynasties listed in the example above and the Mandate of Heaven.
- [Powerful Portraits Capture China's Empress Dowager](#)
- [Emperor Qin in the Afterlife](#)
- [Sima Qian: China's 'grand historian'](#)

7.1.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions.

Example: Feudalism, shogunate court life, samurai culture

Resources

- <http://web-japan.org/kidsweb/> -Very kid-friendly site for students on all things Japanese.
- <http://kids.nationalgeographic.com/kids/places/find/japan/> -National Geographic for kids-Japan.
- <http://japan.pppst.com/history.html> -Mr. Donn's history of Japan-lesson plans and activities
- 1450-1750: Japan, http://afe.easia.columbia.edu/tps/1450_jp.htm
- Bridging World History: Land and Labor Relationships, http://www.learner.org/courses/worldhistory/unit_main_14.html
- Imaging Japanese History, <http://www.colorado.edu/CAS/tea/curriculum/imaging-japanese-history/medieval/index.html>
- The Japan Project: Lesson 3, Japan: Feudalism, <http://www.globaled.org/japanproject/lessons/lesson03.php>
- Lesson 3: Samurais and Shoguns, <http://www.international.ucla.edu/asia-archive/lessons/saito/saito.pdf>
- The Upside of Isolated Civilizations, <http://ed.ted.com/lessons/the-upside-of-isolated-civilizations-jason-shipinski>

Exploration, Conquest and Post-Colonial States: 1500 to the Present

7.1.10 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Example: The voyages of the Ming dynasty, and Ibn Battuta

Resources

- <http://library.thinkquest.org/C001692/english/introduction.php3> -This ThinkQuest lesson requires you to set up your own person login, but contains lots of information on the early explorations and explorers, and why they explored.
- <http://www.mrdowling.com/704-exploration.html> -Background information of different explorers.
- <http://www.elizabethan-era.org.uk/european-explorers.htm> -European explorers-great chart of explorers and where in the world they sailed.
- <http://worldhistory.pppst.com/explorers.html> -Mr. Donn's Explorers-PPT's for classroom use.

7.1.11 Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.

Resources

- <http://www.aldridgeshs.eq.edu.au/sose/modrespg/imperial/feb5.htm> -Good background on the 'New Imperialism'.

7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.

Resources

- <http://school.nettrekker.com/goExternal?np=/external.ftl&pp=/error.ftl&evlCode=59777&productName=school&HOMEPAGE=M> –Nice outline of Japanese history-contains maps, timelines, and political cartoons.
- <http://www.japan-guide.com/e/e2129.html> -Concise history of Japan from the 1920's to the end of WWII.

7.1.13 Identify and explain the significance of historical events in the Middle East since the end of World War II.

Example: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present)

Resources

- <http://regentsprep.org/Regents/global/themes/conflict/index.cfm> A **NEW** resource from Oswego City School District to help prepare their students for the NY Regents exam in Global History. Good overview and includes vocab and essay ideas. You will need to pick and choose for eastern hemisphere, specific time periods, and for 7th graders.
- <http://regions.mrdonn.org/mideast.html> Mr. Donn's page on the Middle East
- <http://geography.mrdonn.org/palestine.html> Mr. Donn's page on the Palestine-Israeli conflict-includes a simulation and lesson plans

7.1.14 Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.

Resources

- <http://wars.mrdonn.org/WW1.html> Mr. Donn's site for WWI
- <http://wars.mrdonn.org/WW2.html> Mr. Donn's site for WWII
- <http://wars.mrdonn.org/index.html> Mr. Donn's site for Wars through the ages-includes [Korean War](#), [Cold War](#), [Vietnam War](#), [Gulf War](#), [Terrorism](#), [Maps of War \(animated\)](#)

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

7.1.15 Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

Resources

- [China's Terra Cotta Warriors](#)

7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

Resources

- <http://www.britishempire.co.uk/maproom/maproom.htm> -Clickable map of the British Empire

7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

Content Area Literacy Standards: 6-8.LH.2.2, 6-8.LH.4.2

7.1.18 Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources

Resources

- [China's Terra Cotta Warriors](#)

Standard 2 Civics and Government

Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights and the roles of citizens.

Foundations of Government

7.2.1 Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

Example: Australia, India and South Africa

Resources

- [Decolonization of Asia and Africa, 1945-1960](#)
- [Colonization and Nationalism in Southeast Asia](#)
- [The African Struggle for Independence](#)
- [1900 to 1950: A Half Century of Crisis and Achievement](#)
- [Colonization and Independence in Africa](#)
- [India: From the Colonial Era to Independence](#)
- [Indian Independence and the Question of Partition](#)
- Colonialism in Africa DBQ Lesson Plan, http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0CDoQFjAC&url=http%3A%2F%2Fschoools.paulding.k12.ga.us%2Fschool%2Fmedia%2Ffiles%2F4079%2FColonialism%2520in%2520Africa%2520DBQ%2520Lesson%2520Plan.doc&ei=RxM_U4O_MK3C2gXct4GwAQ&usg=AFQjCNGlJ7zQarl_zsLVIRdTUJsHdLE3Rg&sig2=S8R8rH5Zc8R0vtyE0AbqaQ&bvm=bv.64367178,d.b2l
-

7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.

Examples: Japan, North Korea, India, South Africa, and China

Resources

- <http://edsitement.neh.gov/lesson-plan/women-africa-tradition-and-change> EDSITEMent lesson plan-In this lesson students can gain insight into the lives of some black women in Sub-Saharan Africa by adopting a perspective that is in part traditional, based on the arts of African village life, and in part postcolonial, based on the work of African women writing in English and French today
- China and the New Imperialism, <http://ucworldstudies.wikispaces.com/Lesson+Plan+for+China+and+the+New+Imperialism>
- Imperialism in China and Japan, http://filebox.vt.edu/users/ateller/portfolio/intasc1/imperialism_china.pdf
- Imperialism in the Far East, <http://ncta.osu.edu/lessons/eastasia/history/Brennan-EastAsia.pdf>
- Imperialism and the Open Door, <http://edsitement.neh.gov/lesson-plan/lesson-4-imperialism-and-open-door#sect-activities>
- Japan's Rapid Rise and Fall, http://aboutjapan.japansociety.org/content.cfm/imperial_japan_1868_1945
- Meiji Imperialism: Japan Joins the West, http://www.unc.edu/world/Japanese_imperialism_lesson_plan1_Meiji.pdf

Functions of Government

7.2.3 Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.

Resources

Forms of Government

- <http://worldhistoryforusall.sdsu.edu/eras/era9.php>
- World History for us all site of Era 9-1945 to present.
Good summary of world events for teachers complete with lesson plans!
- [Explore Japan](#)
- [North Korea: Government](#)
- [India: Government](#)
- [South Africa: Government](#)
- [China: Government](#)

Human Rights

- [Japan](#)
- [North Korea](#)
- [India](#)
- [South Africa](#)
- [China](#)

7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

Resources

- <http://www.wisegeek.com/what-is-opec.htm> Introduction to OPEC from WiseGeek.
- http://www.opec.org/opec_web/en/ Home page for OPEC
- <http://tutor2u.net/blog/index.php/economics/comments/50-years-of-opec/> -Short article but great graph on OPEC prices since 1960.
- <http://www.econedlink.org/lessons/index.php?lid=664&type=educator> MS lesson plan from EconEdLink. In this lesson, students investigate the variables that contribute to the cost of gasoline. They learn that while OPEC nations do influence the price of oil and thus the price of gasoline, other factors also influence the price. Great lesson to incorporate policy and economics together.

Roles of Citizens

7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.

Standard 3 Geography

Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

Geography Websites

- http://www.montgomeryschoolsmd.org/curriculum/socialstd/resources/_/Geography_Bookmarks.html
Montgomery County Schools in Maryland have a great collection of social studies links. Some have not been updated in a while, so you may have to pick and choose, but it's a great place to start! This is their list of Geography sites.
- <http://www.montgomeryschoolsmd.org/curriculum/socialstd/features/geography-week.html>
Montgomery County Schools in Maryland have a great collection of social studies links. Some have not been updated in a while, so you may have to pick and choose, but it's a great place to start! This is a special list of other groups (Nat. Geo., Google Earth /Google Maps) that feature geography studies and activities for students.
- <http://geographyworldonline.com/> -A teacher's website that has been online for 13 years-lots of resources searchable by country, natural resources, biomes, cultures, population, and weather-you name it. A huge site!!

The World in Spatial Terms

7.3.1 Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific

Resources

- <http://www.zoomschool.com/school/Africa/Africamap.shtml> -This is mainly a pay site from Enchanted Learning, but it does include some background, maps and short quizzes on Africa for free. Be sure to scroll down the page.
- <http://library.thinkquest.org/CR0215290/> -This website is about the economy, culture, wildlife, land, and many other facts about Australia. They have links to fun games and great sites about Australia for kids. This site can be used for researching, teaching, or just for fun.
- <http://africa.mrdonn.org/geography.html> -African Geography from Mr. Donn.
- <http://www2.econ.iastate.edu/classes/econ496/lence/spring2008/background.pdf> -Great 28 slide PPT of Australia-good general introduction to the continent.
- [Treasures of the Earth: Discover Clues to the Past](#)
- [China's Terra Cotta Warriors](#)

7.3.2 Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.

Resources

- <http://www.zoomschool.com/geography/australia/> - This is mainly a pay site from Enchanted Learning, but it does include some background, maps and short quizzes on Australia for free.
- <http://www.zoomschool.com/geography/asia/> -- This is mainly a pay site from Enchanted Learning, but it does include some background, maps and short quizzes on Asia for free.
- <http://geography.mrdonn.org/mapskills.html> -Map skills for the world-keep scrolling down!!
- <http://geographyworldonline.com/gis.html> -GIS - Geographic Information Systems and GPS - Global Positioning Systems websites.

Places and Regions

7.3.3 Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.

Resources

- <http://www.stonybrook.edu/libmap/coordinates/seriesb/no3/b3.htm> -For 20 years, David Rumsey assembled a collection of more than 150,000 historical maps of the Americas and the world. Motivated by a desire to make his private map collection a free public resource, Rumsey then created an online map library, <http://www.davidrumsey.com/>, which currently has over 10,000 high resolution images of maps from his collection. He has also built a suite of tools for users to experience and interpret the maps online.
- <http://www.atlasofworldhistory.com/> -Free software that lets you [create world history maps](#)
- [China's Terra Cotta Warriors](#)

7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation

Resources

- <http://library.thinkquest.org/16645/> -This is an educational site on the continent of Africa that teaches students about the people, the land, and the wildlife. There are too many topics to list, but not only can you go on a virtual safari, you can also send electronic post cards to friends, explore the Living Atlas, and take the Wildlife Conservation Challenge.
- <http://library.thinkquest.org/5946/> -Asia History and Beyond has many different things in the educational process. It tells about Asia's geological standouts, Asian Arts, Asian Elephants and wildlife, a very hard learning quiz, and other pretty high-tech stuff. It is unique in some ways such as music on every page, and different backgrounds on every page.

Physical Systems

7.3.5 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.

Resources

- <http://library.thinkquest.org/J0111360/> -We know that there are 7 Ancient Wonders of the World, but have you ever contemplated what would be considered a Natural Wonder. Welcome to what this ThinkQuest Junior team considers the number one natural phenomenon, Mount Everest. Our team has discovered that this mountain is not only an obsession with some, but also a site of controversy with others. You will find a map that will guide you through what we can only describe as Mountain Mania. During your journey, you will be able to learn about scientific facts, pro's and con's to climbing, health related problems, environmental problems, and geographical aspects that call this mountain home.
- <http://geography.mrdonn.org/greatbarrierreef.html> -Mr. Donn's lesson on Australia's Great Barrier Reef.

7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.

Resources

- <http://geographyworldonline.com/resources.html> -Natural Resources & Energy websites.

- 7.3.7** Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.

Resources

- <http://www.nationalgeographic.com/xpeditions/lessons/03/g68/liketolive.html> -This lesson asks students to compare thematic maps of the continents and the world as a whole to determine where they would like to live (besides their own home region). They will view several [online thematic maps](#) and will conclude by writing paragraphs describing the three places in the world they think they would most like to live, assuming they had been asked to move far away from home.
- <http://www.nationalgeographic.com/xpeditions/lessons/04/g68/foodcourt.html> -This lesson helps students learn about the characteristics of the world's regions by investigating the [types of food that are common in different parts of the world](#). Students will conduct research to find out about the climate, landscape, and cultures of a few countries. They will compile their findings into a plan for an international food court in a local mall, describing the types of food that will be served, the decor, and the entertainment.
- <http://geography.pppst.com/human-geography.html> -Mr. Donn's page on Human Geography

Human Systems

- 7.3.8** Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific and analyze the causes for these patterns.

Example: Life expectancy, income, literacy rate, industry, education, natural resources, and climate

Resources

- <http://www.nationalgeographic.com/xpeditions/lessons/09/g68/statistics.html> -This lesson introduces students to such [population statistics](#) as birth, death, and literacy rates. Students will compare these indicators for several countries, graph the results, and hypothesize what their graphs reveal about the countries.
- <http://geographyworldonline.com/population.html> -Tons of links on population around the world.
- <http://www.factmonster.com/ipka/A0004379.html> -Area and Population of Countries chart.
- <http://www.demographia.com/db-intlua-area2000.htm> -World Urban Population Density by Country and Area

- 7.3.9** Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.

Resources

- <http://edsitement.neh.gov/lesson-plan/what-masks-reveal> -EDSITEment lesson plan-In this lesson, students explore the cultural significance of masks by investigating the role they play in ceremonies and on special occasions in societies from widely separated regions of the world. They then reflect on masking behavior in American society, such as at Halloween and in the circus.

Environment and Society

- 7.3.10** Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

Resources

- <http://geography.about.com/?once=true&> -Current events around the world.
- <http://geographyworldonline.com/conservation.html> -Conservation & Environmental Issues-many sites to explore in this area.

Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

Grade 7 Econ Resources (from ICEE)

7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.

Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.

Resources

- <http://www.econedlink.org/lessons/index.php?lid=68&type=educator> -The concept of comparative advantage makes a strong case for free, unrestricted trade among nations. Yet, some people support the use of tariffs or quotas to restrict or stop the international flow of goods and services. These barriers to trade exist in most countries and have differing effects on producers and consumers in the countries involved.

7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.

Key Terms/Topics

Resources

- [China's Terra Cotta Warriors](#)

Resources

- <http://www.econedlink.org/lessons/index.php?lid=25&type=educator> -In September 1998, the Malaysian government instituted controls in order to protect its currency. How does this affect the prices of goods and services purchased by foreigners? Students gain a better understanding of the consequences of the steps taken by the Malaysian government.

7.4.3 Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time

- * **traditional economy:** an economy in which resources are allocated based on custom and tradition
- * **command economy:** an economy in which resources are allocated by the government or other central authority
- * **market economy:** an economy in which resources are allocated by individuals and businesses responding to changes in prices
- * **mixed economy:** an economy in which resources are allocated by some combination of traditional, command or market systems

Resources

- <http://ancienthistory.mrdonn.org/money.html> -Background on ancient money and bartering.
- http://edsitement.neh.gov/view_lesson_plan.asp?id=501 -The spread of Islam across North Africa in the 7th century dramatically increased trans-Saharan trade. As the market expanded, strategically sited towns became major centers of commerce, welcoming merchants from distant lands.
- <http://www.regentsprep.org/Regents/global/themes/economic/index.cfm> -This site is designed to aid students in reviewing the concept of Economic Systems, Factors of Production, Needs and Wants, and Scarcity in preparation for the New York State Regents Exam in Global History and Geography.
- <http://www.econedlink.org/lessons/index.php?lid=258&type=student> -This lesson will help you discover the importance of the Crusades to the expansion of the trade boundaries as well as mental boundaries of many European countries.

7.4.4 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.

* **Gross Domestic Product (GDP):** the value of all final goods and services produced in a country in a year

7.4.5 Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*.

- **human capital:** the skills and expertise people acquire from education, training, and experience.

7.4.6 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or the Southwest Pacific.

Example: Government support of public education and governments taxing or regulating pollution

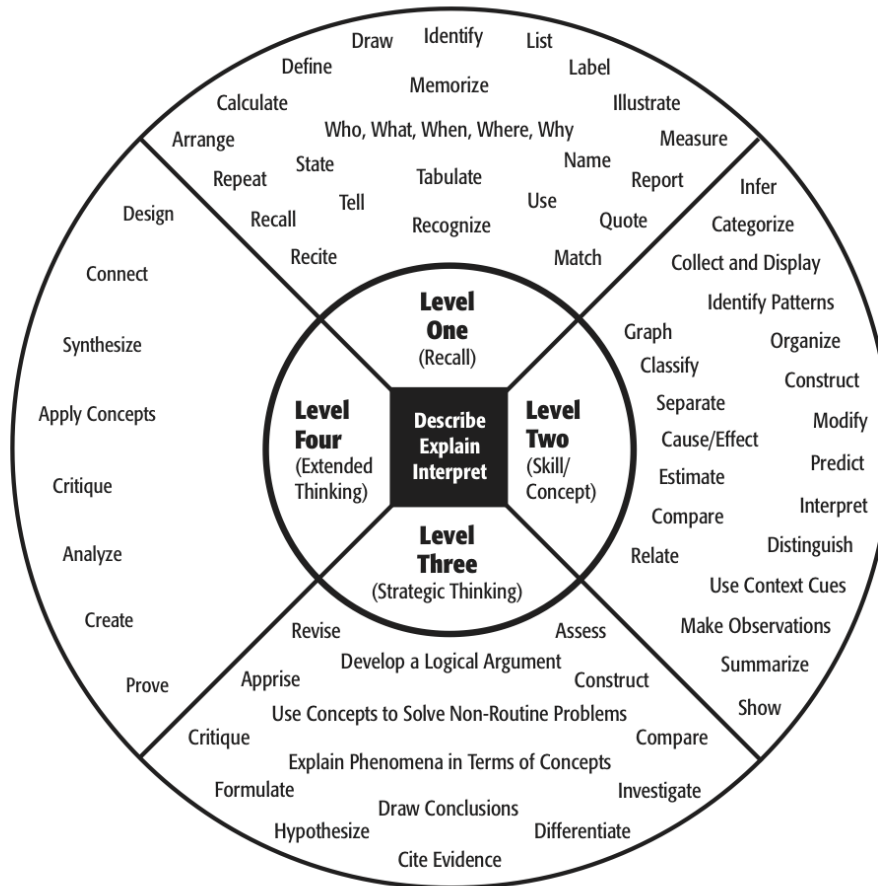
* **externality (spillover):** the impact of an activity (positive or negative) on the well-being of a third party

Resources

- <http://www.econedlink.org/lessons/index.php?lid=218&type=educator> - In this EconEdLink lesson, students learn about recycling rates in Japan and the United States, specifically examining the disposal of large appliances and questions of who bears the cost of the recycling. They then create hypothetical situations in which they predict how consumers would respond if the government were to change incentives for recycling and also to forecast the effect these incentives might have on the supply and demand for a good. Several pieces of literature appropriate for use with this lesson are suggested. ***Could easily tie-in to the new Indiana state law about recycling electronics.

APPENDIX B

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.